

New Hampshire
Consolidated Application
Fiscal Year **2015**
(School Year 2014-2015)

Common Pages

District Name

SAU #

Email one complete copy to:

Int.Programs@doe.nh.gov

These Common Pages will not be considered complete
until all pages marked REQUIRED are submitted.

REQUIRED

Private School Participation

Duplicate this form as necessary.

**For Title I, Part A – each designated private school is to complete and return to the District.
For Title IIA & Title III – each designated non-profit private school is to complete and return to the District.**

School Year 2014-2015 Funds Available Through the “No Child Left Behind Act of 2001”
PL 107-110

Private School

Address

City

State

Zip

Telephone

Fax Number

Email Address

The District must consult with the private school(s) on the following federal programs. Please ✓ Yes/No for **every** program. Yes, w/district indicates the private will participate in district sponsored initiatives. Will you participate with the district or on your own?

	on your own	*w/district	not participating
Title IA Basic Compensatory Education		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Title IIA Professional Development for Teachers	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Title IID Enhancing Education through Technology	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Title III Part A: Language Instruction for Limited English Proficient		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Title IV Part B 21st Century Community Learning Center Programs	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No

This confirms the district has completed a consultation meeting with the appropriate private school official.

This school does not wish to accept federal funds.

Funding is still based on the per pupil amount.

- The services, materials and/or equipment provided through any of the NCLB programs will be used to provide only secular, neutral, and non-ideological educational services to student and school personnel.
- Private schools which are controlled by a religious organization and which receive services under the IASA grant programs are in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Private schools which are not controlled by a religious organization and which receive services under the NCLB grant programs shall be in compliance with Title IV of the Civil Rights Act of 1964. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (PL 101-336). Under the IASA, grant programs must be in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Any printed (or other media) description or discussion of NCLB programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the NCLB programs which are involved (Stevens Amendment).
- If you are a non-profit, IRS 501(c)(3), documentation or a certificate of good standing from the Secretary of State was submitted to the NH Department of Education.

Signature of authorized private school representative

Date

REQUIRED (Mark as N/A if not applicable)

AFFIRMATION OF CONSULTATION

Duplicate this form as necessary.

RETAIN THIS FORM IN THE DISTRICT PROGRAM FILE

Verification of School Consultation

School Year **2014-2015**

Funds Available Through the "No Child Left Behind Act of 2001"
PL 107-110

Check the boxes that apply:

Title IA

Title IIA

Title IID

Title III

Title IVB

Title V

Was a school based needs assessment conducted to determine the requested teacher/student activities?	
What services are to be offered?	
What service delivery mechanisms were considered? How, where, and by whom will the services be provided?	
Describe the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel.	
Describe the consultation. What decisions were made about the delivery of services? What were the private school's views on the provision of services?	
Was the private school allocation discussed?	

Name of Private School

Name of School District

Signature – School District

Date of Consultation

LOCAL TRANSFERABILITY ACT (Section 6123)

LEAs may transfer up to 50% of funds allocated for a given fiscal year. Priority and Focus Schools may transfer 100% of funds allocated for a give fiscal year.

Funds Available for Transfer (50% Limit)	Dollars to be Transferred Out of Each Program	Dollars to be Transferred Into Each Program
Title II-A, Teacher Quality - Section 2121 *		
Title I, Part A		
Title III- Language Instruction for LEP Students (qualified districts only)		

* Districts intending to transfer Title II-A funds must submit activities in the Title II-A application and complete the program application. **Program Assurances are required for the transfer Title program.**

REQUIRED (Mark as N/A if not applicable)

REAP

Eligible districts will be allowed to combine up to 100% of the funds from Subpart 2 Title II-A – Teacher Quality. **See next page for eligible districts.**

Funds to be transferred to another program:	Funds to be combined:
Title IIA – Teacher Quality – Section 2121*	

The funds identified above will be used for the following purpose(s):	Funds to be combined:
Title I, Part A	
Title IID** – Technology - Section 2412(a)(2)(A) (control & click to follow link to complete form to transfer funds to Title IID) http://www.nheon.org/oet/nclb/	(Request to transfer form required)
Title III – Language Instruction for LEP Students	
Title IVA, Safe and Drug-Free Schools- Section 4114	
Title IVB – 21st Century Community Learning Center	
Title V, Part A – Innovative Programs	

REQUIRED (Mark as N/A if not applicable)

Districts Eligible for REAP-FLEX 2014-2015

Allenstown	Milan
Alton	Milton
Andover	Monroe
Ashland	Mont Vernon
Auburn	Moultonborough
Barnstead	Nelson
Bartlett	New Boston
Bath	New Castle
Bethlehem	Newfields
Brentwood	Newington
Campton	North Country Charter School
Candia	North Hampton
Chester	Northumberland
Chesterfield	Northwood
Chichester	Nottingham
Colebrook	Pace Career Academy
Cornish	Piermont
Croydon	Pittsburg
Deerfield	Pittsfield
Dunbarton	Plainfield
East Kingston	Plymouth
Epsom	Profile
Errol	Prospect Mountain
Freedom	Robert Frost Charter
Fremont	Rollinsford
Gilmanton	Rumney
Gorham, Randolph, Shelburne	Rye
Goshen-Lempspter	South Hampton
Grantham	Stark
Greenland	Stewartstown
Hampton Falls	Stoddard
Harrisville	Strafford
Henniker	Stratford
Hill	Strong Foundations Charter School
Hinsdale	Sunapee
Holderness	Surry Village Charter School
Hollis	Tamworth
Jackson	Thornton
Kensington	Unity
Lafayette	Wakefield
Landaff	Warren
Lincoln-Woodstock	Washington
Lisbon	Waterville Valley
Lyme	Wentworth
Madison	Westmoreland
Marlborough	Wilton-Lyndeboro
Marlow	Winchester
Mason	

Name, Telephone and Email Address of person completing the GEPA:

GEPA 427 General Educational Provisions Act

Section 427 requires each district applying for funds to include in its application a description of the steps the district proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded project or activities.

1. How does the district ensure equitable access for students and teachers to participate in federally assisted programs?

2. The New Hampshire DOE has created NECAP Longitudinal Reports for each district to analyze NECAP data related to equitable access. The NECAP Longitudinal Reports can be found on the department website at <http://www.education.nh.gov/longitudinalreports/index.htm>. Gap analysis reports for subgroups are available at the district and school level. This information may be used to examine trends and results for ELA and mathematics for the following disaggregated populations: gender, race, national origin (LEP), color, disability, and age. If discrepancies for subgroups when compared to the whole are identified please indicate the **gap** and provide a statement of what efforts the district will undertake to address the discrepancies to ensure that all students become proficient in ELA and mathematics. **Please present the information in the District Level Data Analysis template below.**

EXAMPLE

District	Content Area	Subgroup	Trend and Gap Analysis	Plan to Ensure Equitable Access
District name here	Math	IEP	Trend: Gained 10% percentage points; Gap of 30% remains	Intervention: Students will be provided with increased instructional time for “catch up” growth in identified math deficiencies.
District name here	ELA	SES	Trend:	Intervention:
District name here	ELA	Female	Trend:	Intervention:
District name here	Math	Male	Trend:	Intervention:
District name here	ELA	Grade Level	Trend:	Intervention:
District name here	Math	Grade Level	Trend:	Intervention:

DISTRICT LEVEL DATA ANALYSIS (Template)

District	Content Area	Subgroup	Trend and Gap Analysis	Plan to Ensure Equitable Access

REQUIRED